

Fall 2015

## ENGL 1157

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*University of New Orleans*

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### Recommended Citation

Hargis, Matthew Shrode, "ENGL 1157" (2015). *University of New Orleans Syllabi*. Paper 389.  
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**Composition I**  
**ENGL 1157; Sections 05, 10, 14 & 22**

**Section 05:** Meeting Place: LA 326; Meeting Times: MWF 9:00-9:50am

**Section 10:** Meeting Place: LA 312; Meeting Times: MWF 10:00-10:50pm

**Section 14:** Meeting Place: LA 256; Meeting Times: MWF 11:00-11:50am

**Section 22:** Meeting Place: LA 212; Meeting Times: MWF 2:00-2:50pm

Instructor: Matthew Shrode Hargis

Office: Liberal Arts 319

Office Hours: Monday 3:00pm-4:30pm; Wednesday 3:00pm-4:30pm; and by appointment

**Required texts:**

Ballenger, *The Curious Writer*, UNO's Second Custom Edition, ISBN: 1-269-88765-3

Kennedy, *Aunt Alice vs. Bob Marley*, ISBN: 978-1-60801-013-4

**Course Description and Purpose:** In this course, we will explore the many reasons writers write and the many genres they use to express their ideas. Through critical reading and writing, discussion, peer review, and classroom exercises, you will develop the skills necessary to express your own ideas across a variety of genres. At heart, this course is designed to help you become more effective in your written communication.

**Student Learning Outcomes:** In accordance with the stated purpose of the course, students will learn, among other things, how to:

- Determine purpose and audience in their own and others' writing
- Understand how purpose, audience, and context affect writing style, voice, and tone
- Apply appropriate rhetorical strategies for diverse writing situations
- Demonstrate familiarity with and/or compose in different genres (such as editorial writing, personal narratives, reviews, satires, dialogues, letters, or profile essays)
- Analyze and/or interpret texts and other forms of discourse in multiple genres
- Summarize, analyze, evaluate, and respond to the ideas of others
- Understand writing as a process that involves invention, drafting, collaboration, and revision
- Identify and incorporate persuasive techniques
- Write informative, analytical, and persuasive essays

**Course Writing:** The work in this class will be comprised of three projects, each culminating in a Long Composition (LC). To prepare you to compose each project's LC successfully, you will compose a Short Composition (SC) designed to help you understand the genre in which you'll be writing. These major assignments will be supported with a number of activities that we will complete both in class and as homework (including fast writing, brainstorming, group work, sketches, drafts, peer review, workshops, research, and more).

**Assignment Grade Distribution:**

Project 1 SC	10%	Project 3 SC	10%
Project 1 LC	15%	Project 3 LC	20%
Project 2 SC	10%	Daily Work & Participation	10%
Project 2 LC	20%	Final	5%
		TOTAL	100%

**Course Grading:**

Projects are graded on a 100 point (A-F scale, whereas an A=90-100, B=80-89, and so on). This should go without saying, **but you must submit all the assignments required for this course in order to earn a final course grade higher than F.**

An “A” represents achievement that is outstanding relative to the level necessary to meet course requirements

A “B” represents achievement that is significantly above the level necessary to meet course requirements.

A “C” represents achievement that **meets the course requirements in every respect.**

A “D” represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

An “F” represents achievement that fails to meet the course requirements to such a degree that it is not worthy of credit.

**Daily Work & Participation:** I will assign daily in-class writing and workshop exercises. I will often collect the writing assignments at the end of class. These assignments will partly constitute your “Daily Work & Participation” grade. You are expected to participate and fulfill these assignments and workshops by the stated criteria. Failure to do so will result in a drop in your grade. Students who are absent will not be granted the opportunity of making up the work and thus also receive a drop in their grade (unless the absence is excused).

**Moodle/Email:** Every UNO student has a computer account and access to Moodle. It is a requirement of my course that you use this resource. You will be responsible for checking Moodle on a regular basis and for completing all assignments, quizzes, or other work I assign on it. Also, you should get in the habit of checking your UNO email account often, as I frequently email updates and reminders.

**Disabilities:** It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. <http://www.uno.edu/disability-services>

**Academic Integrity:** Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information:  
[www.studentaffairs.uno.edu](http://www.studentaffairs.uno.edu).

**Attendance: Non-excused absences:** You will be granted five unexcused absences during the course of the semester. Use them wisely. It is not necessary to tell me why you were not in class. Once you have exhausted your five, I lower your final grade. One absence over the limit and a C+ becomes a C. Two absences over and a C+ becomes a C-, etc.

**Excused absences:** Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.

**Inclement Weather:** When the university is closed, all classes are also cancelled. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.

**Essay Formatting:** All essays must be typed with black ink in Roman-based 11 or 12 point font. Lines should be double-spaced with 1 inch margins, on single-sided 8.5x11 inch sheets of white paper. MLA documentation style will be used in this class. The following must appear on the top left corner of the first page of each essay: Student's name, Instructor's name, Course Identifier, Date.

**Late Submissions and Missed Assignments:** You cannot make up the daily work if your absence is unexcused. Furthermore, it is the student's responsibility to obtain any assignments that might have been passed out on the day of her/his absence. Late papers will be docked 1/3 of a letter grade for each scheduled class it is late. If the assignment is one day late (i.e., one scheduled class day), a C+ becomes a C. Two days late and a C+ becomes a C-, etc.

**Classroom Decorum:**

Every student in this course has a right to learn without interference. Above all, students should feel comfortable in this class and be willing to engage in open discussion at all times. To this aim, the following classroom decorum rules will be strictly enforced:

- The use of mobile phones and other electronic devices is prohibited.
- Eating and littering is not allowed in the classroom.
- No one under the influence of alcohol or drugs will be allowed in class.
- Intentionally offending, intimidating, or bullying others in the class will not be tolerated.
- Shouting, along with any threat or suggestion of violence, will result in the immediate expulsion of the offending student(s) from the classroom.

**Additional Helpful Information:**

- Keep track of the due dates of major assignments in this class and try to coordinate them with the graded events in your other courses.
- Attend all your classes, even if you're unprepared.
- Focus on the important benefits of your academic studies (for this class, you want to improve as a writer and communicator—these skills will always be of good use).
- Expect to make mistakes, but learn from them.
- Speak to your instructors about problems or concerns, as most issues can be resolved before they become unmanageable.
- Be mindful of the academic deadlines, such as dropping courses or withdrawing from them.

**Writing Center:** Tutors are available to help you with your writing in LA 334 (280-7054). I encourage you to take advantage of this opportunity, but remember that it is not their function to correct, revise, or edit your essays—only to help you learn strategies and skills to strengthen and improve your writing on your own. <http://www.uno.edu/lrc/writingcenter>

**Course Schedule:** This schedule is not necessarily set in stone. I reserve the right to make changes to the schedule as the semester proceeds. Furthermore, after the first five-week project, I will hand out the course schedule for each project thereafter. Below, CW refers to *The Curious Writer* and AAvBM refers to *Aunt Alice vs. Bob Marley*.

**Week 1 – Getting Started**

W Aug 19 – Introduction to course

F Aug 21 – Introduction to Project 1; Writing/reading exercises (**these will occur in every class meeting**)

**Week 2 – From Introductions to Project 1**

M Aug 24 – Read “One More Lesson” (pg 80 CW); Discuss Chapters 1 of CW

W Aug 26 – Read “Earning a Sense of Place” (pg 96 CW); Discuss Chapter 2 of CW

F Aug 28 – Object Sketch Workshop (bring a draft of your sketch to class)

**Week 3 – From Sketch to Short Composition**

M Aug 31 – Read pgs 5-12 in *Aunt Alice vs. Bob Marley* (AAvBM); Discuss Chapter 3 of CW

W Sept 2 – Read “Smoke of Empire” (pg 106 CW); Continue discussion of Chapter 3 of CW

F Sept 4 – **Short Composition Due** (typed and stapled); Self-grading workshop

**Week 4 – From SC to LC: The Personal Narrative Begins**

M Sept 7 – LABOR DAY – NO CLASS

W Sept 9 – Read pgs 24-35 in AAvBM; Discussion of the importance of “story”

F Sept 11 – Reading TBA (will be posted on Moodle)

**Week 5 – Wrapping up the LC/Project 1/Moving on to Project 2**

M Sept 14 – Long Composition Peer Workshop: bring a draft of your LC to class

W Sept 16 – Project 2 Introduction; Discussion of what we can use in P2 from P1

F Sept 18 – **Long Composition Due**

NOTE: Individual Syllabi will be given for each Project, so expect a detailed update *before* Week 6

Week 6 – Project 2 beginnings and workshop

Week 7 – Project 2/SC DUE;

Week 9 – Fall Break (No Class October 16<sup>th</sup>)

Week 10 – Project 2 DUE/LC DUE

Week 12 – Project 3/SC DUE

Week 15 – Project 3/LC DUE; Thanksgiving Break (No Class November 27<sup>th</sup>)

Week 16 – Dec 4: Last day of class

Final Exam: TBA – More information will be given as the semester progresses

A Note on the Syllabus: This syllabus represents the bare bones of our first Project. You will be given clear direction and instructions from week to week.